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THE  
ANNUAL REPORT  
OF THE  
BOARD OF TRUSTEES  
OF THE

Charlestown Free Schools,

Made in pursuance of the Act of 1838.



CHARLESTOWN:  
PRESS OF THE BUNKER-HILL AURORA.  
1845.

THE  
SOUTH AFRICAN  
GOLD MINES

1914

THE  
SOUTH AFRICAN  
GOLD MINES  
1914

1914

1914

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1914



# SCHOOL REPORT.

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The BOARD OF TRUSTEES of the CHARLESTOWN FREE SCHOOLS, in compliance with *law* and *custom*, respectfully submit their  
ANNUAL REPORT

of the present number and condition of the PUBLIC SCHOOLS.

The special appropriation, made by the town in May last, for the purpose of enlarging the accommodations in the Harvard and Winthrop School Houses, has been expended. Four good recitation rooms have been added to the Winthrop School House, and that portion of the area of the building in this, and the Harvard School House, heretofore occupied as recitation rooms, has been thrown open to the main room. This has added very much to the light, convenience, and comfort of the school rooms, and furnished additional accommodations for eighty scholars in each school house. The work was done by contract, by Messrs. Clark & Varney, and Mr. Ames Drake, and cost \$1,612 28.

The work on the Winthrop School House, was protracted much beyond the time which the Board anticipated, when the contract was made, and was a serious interruption to the School. The Board feel it to be their duty to call the attention of the town to the condition of the Bunker Hill School House. The building is in a dilapidated state, and needs constant repairs to render it tenable. The lower room, occupied by the lower division of the School, is a basement, originally intended and used as a cellar only, and is so low, that it is impossible to ventilate it, so as to render the air comfortable or wholesome. A wise regard to the health of the children, requires that the House should be rebuilt. The upper room is now filled with scholars to its utmost capacity, and the increase of population in this part of the town, will soon *demand* increased accommodations. The Board therefore feel constrained to recommend, that the town take measures to rebuild the House on an enlarged plan.

The number of scholars in Primary School No. 1, having increased to 104, and in Primary School No. 2, to 96, the Board have been obliged to establish another Primary School in that part of the town. The Committee found much difficulty in procuring a suitable room for the School ;— and by the advice of the Board, a School House has been erected by Mr. Thomas Greenleaf, with the understanding that it should be offered to

the town at the cost of the land and building. The House has been erected under the direction of a Committee of the Board, on *Mead street*. The lot contains about 2,100 feet of land, and cost \$525; the building, including fences, painting, blinds, &c., cost \$430. It is a substantial building, and capable of being enlarged so as to accommodate two Primary Schools. The Board recommend that the town authorize the purchase of the land and building. The town will then own houses for the accommodation of all the Primary Schools, except that kept in the Boylston Chapel,—all of which are fitted up with separate seats, adapted to the comfort and convenience of the children.

### THE PRIMARY SCHOOLS.

The new Primary School in *Mead street*, was opened about the first of October last, and Miss M. B. Skilton, who has labored long and faithfully in Primary School No. 1, was, at her own request, transferred to this School; and Miss M. A. Lewis was appointed Teacher of Primary School No. 1. Miss Sarah C. Reynolds resigned the charge of Primary School No. 5, and Miss Jane M. Burckes was transferred from Primary School No. 14, to this School; Miss Mary E. Sanborn was appointed Teacher of Primary School No. 14. Miss C. R. Wiley resigned the charge of Primary School No. 6, and Miss E. A. Blanchard was appointed to supply her place. Miss Frances A. Sawyer was appointed Teacher of Primary School No. 16, in place of Miss H. S. Austin, who was appointed Teacher in the Bunker Hill School.

The following table, exhibits the numbers in the Primary Schools at the last examinations:

No.	TEACHERS.	LOCATION.	Whole No.	Average Attendance.	Present at Examination.
1	M. A. Lewis,	B. H. School House,	76	55	60
2	E. M. Whittemore,	Main Street,	65	54	47
3	M. A. Chandler,	Warren School House,	89	70	75
4	E. D. Pratt,	Elm Street,	69	56	56
5	J. M. Burckes,	Bow Street,	58	48	50
6	E. A. Blanchard,	Bow Street,	74	52	52
7	S. E. Smith,	Bow Street,	71	56	57
8	E. D. Moulton,	Bow Street,	62	54	53
9	Elizabeth Eames,	Common Street,	72	73	56
10	J. S. Putnam,	Training Field,	85	70	71
11	Maria Peabody,	Harvard Street,	80	60	69
12	Lydia A. Keith,	Boylston Chapel,	67	67	57
13	S. M. Nichols.	Bunker Hill Street,	89	63	65
14	Mary E. Sanborn,	Moulton Point,	70	58	53
15	M. J. Chandler,	Warren School House,	88	69	78
16	F. A. Sawyer,	Elm Street,	53	47	45
17	C. Brockett,	Bunker Hill Street,	72	65	66
18	M. B. Skilton,	Mead Street.	59	48	49

The salary of each of the primary school teachers is \$210 per annum

Custom requires that children shall be admitted to the Primary Schools at the age of 4 years—thus, almost literally transferring them from the nursery to the school room. It may well be questioned whether their physical, or intellectual improvement is promoted, by subjecting them, at so tender an age, to the discipline of the Public School. There are now in the Primary Schools, about 1300 children, averaging about 72 scholars to each school; a much larger number than is convenient or proper to be placed in the charge of one teacher. 591 of these, are under 6 years of age, and 291 are under 5 years of age. The crowded state of these schools and the rapidly increasing population of the town, will require the establishment of several additional Primary Schools in the course of another year. Should the age of admission be fixed at 5, instead of 4, it would save to the town the expense of about four schools, amounting to at least one thousand dollars per annum. Should it be fixed at 6, it would save about double this amount. The Board are not prepared to *recommend* any measure of this kind, but would respectfully suggest, that if the hand of retrenchment *must* be laid upon our Public Schools, whether it would not be better to begin here than, by reducing the salaries, to subject our children to less competent teachers. The times demand, and we believe our citizens demand, *improvement—elevation*, in our teachers, and in our schools.

Our Primary Schools may, undoubtedly, accomplish a most important preparatory work in our system of education, without overtasking the minds, or subjecting the children to any severe physical restraints. To do this, the discipline should be mild and maternal; the school room should be made attractive, the attention of the pupils should be occupied, and their time employed, without requiring of them severe mental effort, or long continued physical restraint. The instructions of the teacher should “drop as the rain and distil as the dew,” upon their expanding minds and impressible hearts, exciting a desire for knowledge, a love of truth and goodness, and encouraging everything that is pure and lovely, and of good report.

Children are admitted to the Grammar Schools at 8 years of age. The required qualifications are, that they read fluently, spell correctly, and understand the arithmetical tables. It would seem that the four years spent in the Primary Schools, would be time enough to ensure these qualifications; and yet, it must be admitted, that scholars frequently find their way into the Grammar Schools, but poorly qualified; and much valuable time is employed in correcting *bad habits* of *pronunciation*, and *indistinct utterance*, which would be saved to the pupil by a thorough system of instruction in the Primary Schools. The Board are disposed to attribute this, *partly* at least, to the character of the books heretofore used. To aid the teachers in their work, and to secure uniformity in the system of reading, the Board have, during the last year, introduced a series of reading books, better adapted, they think, to accomplish this object, than any books previously used in the Primary Schools. These books were prepared by Mr. Wm. D. Swan, for many years the able and successful teacher of the Bunker Hill School. They consist of three parts—the first, designed to teach the powers of the letters, as well as their names; directing the attention of the scholar to one sound in each lesson, “until the

organs of speech are called into exercise upon every sound in the language, and a habit of correct articulation is established." The second part, is designed to teach the inflections of the voice, with lessons upon the consonant sounds in combination; and the third, contains a choice selection of reading lessons—designed to extend and carry out the system upon the principle of teaching one thing at a time, until a habit of correct pronunciation and distinct utterance is established. Correct habits of speech, may, in this way, be formed. Children will acquire the control of their own vocal organs, and thus, the *foundation* be laid for good reading in the Grammar Schools. To secure the introduction of these books, they were furnished by the publishers at a very low price, in exchange for the old ones, previously used.

To lay the foundation of good reading, the Board regard as one *great object* of our Primary Schools. To accomplish it, requires thorough preparation, and an accurate knowledge of the subject on the part of the teacher.

No system of reading books, no regulations of the Committee, will secure a good School. "The Teacher makes the School,"—and as well might we expect a bad tree to produce good fruit, as a poor teacher to make a good school. A combination of the qualities required in a *good* teacher, is more rarely met with in the same individual, than is generally supposed. There must be not only a familiar and critical knowledge of the required studies, but facility and tact in imparting this knowledge, so as to awaken and interest the mind of the pupil. A cheerful, even temper, entire self-control, patience, decision, and firmness, united with gentleness and suavity of manners—and above all, an enthusiastic love of the employment, and an elevated tone of moral feeling,—these qualities, in a high degree, are rarely combined. All good men or good women, are not fitted by nature to be good teachers; when any one is essentially deficient in these qualifications, it is unfortunate that this profession is chosen; and the teachers or their friends should not regard it as unkind, if their places are supplied by others. It is better, certainly, that an individual should be disappointed in his hopes, than that a whole school should suffer from his or her incompetency. Where these qualities are combined, the Teacher is doing a great work, and should be esteemed highly for his work's sake. Our Teachers should all receive a cordial and generous support, and then be required to do their work well. The Board are happy to bear testimony to the assiduity and ability with which the Teachers generally, both of the Grammar and the Primary Schools, devote themselves to their duties.

## GRAMMAR SCHOOLS.

**THE WARREN SCHOOL.** There have been no changes in the principal Teachers of this School, during the past year. It is much the largest in town, and being composed of children of both sexes, the duties of the Teachers are very arduous. This School was opened five years ago, with about 300 scholars; the present number is 407. Although *last* in the time of its establishment, it is now *first* in point of numbers; and with its present able Teachers, *second* to none in regard to its discipline and improvement.

**WINTHROP SCHOOL.** The changes in this School have been numer-

ous. The Board felt much regret at losing the services of Mr. Samuel Swan, for many years the able and successful Teacher of the writing department. Mr. Stacy Baxter, at his own request, was transferred from the grammar department, to fill the vacancy occasioned by the resignation of Mr. Swan. Mr. M. T. Gardner was appointed to the grammar department; but, having retained his situation a few months only, tendered his resignation. Mr. Aaron Walker, Jr., of Lowell, was chosen to supply his place. His high reputation as a Teacher, and his present success, afford the highest confidence that this School will be judiciously and successfully conducted. Mr. Munroe and Mr. Sanborn, who were employed as assistant pupils, having resigned, their places were supplied by females.

The Board, by the experience of the past year, have been more than ever impressed with the great evils attendant upon a change of Teachers in our large Schools. But our proximity to the city, and the greater compensation given there, render this evil unavoidable.

**HARVARD SCHOOL.** There has been no change of Teachers in the Harvard School during the year, and the Board believe the School has fully sustained its deservedly high reputation.

**BUNKER HILL SCHOOL.** Mr. A. O. Lindsey, having resigned his situation as Teacher of the writing department, it was decided by the Board, after mature deliberation, to change the organization of this School, so far as to put the upper division of it, including the higher classes, under the entire charge of Mr. Tweed, the principal Teacher; thus securing to them, the services of one of our most able and experienced teachers—and the junior department under the entire charge of a female Teacher.

The expense of supporting this School has been so great, in proportion to the number of scholars, that the Board did not feel authorized to increase it by employing an experienced Teacher in the writing department; and the services of any other, must fail to be acceptable. The smaller scholars are now under the charge of Miss H. S. Austin, who appears to be quite successful in the management of them. Scholars of a corresponding age, in the other Schools, are successfully taught by females; and the Board feel entire confidence in the utility of this arrangement, and trust that it will prove satisfactory to all concerned. The expense of the School is reduced some \$150 per annum by this change.

The following tables present their statistics at the date of the last examination :—

# GRAMMAR SCHOOLS. TEACHERS AND SALARIES.

WARREN SCHOOL.	WINTHROP SCHOOL.	HARVARD SCHOOL.	BUNKER HILL SCHOOL.
<i>Grammar Department.</i> Daniel H. Forbes, 900 Susan L. Sawyer, 225 Sarah Woodbridge, 50 <i>Writing Department.</i> Joseph T. Swan, 900 Sarah J. Hay, 225 S. T. Chandler, 50 \$2,350	<i>Grammar Department.</i> Aaron Walker, Jr., 900 Mary L. Rowland, 210 S. J. Bradbury, 50 <i>Writing Department.</i> Stacy Baxter, 900 C. M. Sylvester, 225 Catharine W. Lincoln, 50 \$2,385	<i>Grammar Department.</i> Paul H. Sweetser, 900 Mary J. Whiting, 225 Rebecca Drake, 50 <i>Writing Department.</i> Robert Swan, 900 Harriet L. Teel, 210 Maria L. Thompson, 50 \$2,335	<i>Grammar and Writing Department.</i> Benj. F. Tweed, 900 H. S. Austin, 250 Caroline A. Phipps, 50 \$1,200

## ATTENDANCE AND STUDIES.

SCHOOLS.	No. Pupils.	Average Attendance.	Present at Examination.	Reading.	Spelling.	Writing.	Arithmetic.	Grammar.	Geography.	Composition.	Declamation.	History.	Natural Philosophy.	Chemistry.	Astronomy.	Algebra.	Geometry.	Book Keeping.	Rhetoric.	Drawing.	Languages.	Volumes in the Library.
Warren,	407	332	347	407	407	407	407	215	407	50	40	77	50	8		10						450
Winthrop,	315	243	262	315	315	315	315	175	315	20	20	87	20	9		18		6				531
Harvard,	305	240	240	305	305	305	305	203	305	82	24	22	52		9	18	5					514
Bunker Hill,	168	135	118	168	168	168	168	93	168	25	25	25	25			4	1					405

The current expenses of our Schools, may be stated as follows, viz :

	<i>Salaries.</i>
Warren School,	2,350 00
Winthrop School,	2,335 00
Harvard School,	2,335 00
Bunker Hill School,	1,200 00
18 Primary School Teachers, at \$210,	3,780 00
	<hr/>
	\$12,000 00
Contingent expenses, including fuel, repairs, care } of School Houses, rent, ink, stationary, &c., &c., }	2,025 58
	<hr/>
Total,	\$14,025 58

There have been no essential alterations in our excellent School system the past year. The only changes have been in regard to the mode of conducting the examinations *this Spring*, and the introduction of the Bible Reader as a Text Book. The impression has prevailed, to some extent, that our usual semi-annual examinations do not afford to the Trustees or the public, a fair criterion to judge of the condition of the Schools. To meet this impression, and to learn the actual condition of the Schools, they have all been examined by the Committees, in the most thorough manner, without previous notice to the Teachers, and these examinations form the basis of the present Report. The semi-annual examinations have also been held in all the Schools, as usual, with this difference only, that the design has been for the teachers to exhibit all their pupils in their various studies, in such a manner as their own taste and judgment might dictate. The appearance of the Schools has been highly gratifying to the Board, and tends to confirm them in their belief of the utility of this arrangement. It has been the custom, for some years past, to exhibit the higher classes in the Town Hall, subsequent to the semi-annual examinations in the Spring. Our Schools have become so large, that only a portion of the higher classes can take a part in the exercises on these occasions, and the schools having been so fully exhibited in their own rooms, the necessity for this, the present season, is avoided. Besides, the Board think it may admit of serious doubt, whether the moral influence of these exhibitions is, on the whole, salutary. If the tendency is to bring forward and stimulate a few, and depress the many, or to excite an undue and unhealthy spirit of rivalry between different schools, these occasions certainly had better be avoided.

The Board have witnessed with regret for a few years past, the almost entire disuse of the Bible in our schools. By the last report of the Secretary of the Board of Education, it appears that of the 308 towns in the Commonwealth, there are at present but *three* in which the Bible is not used as a reading book, or in the exercises of devotion. We suppose there are but few if any of our citizens, who would esteem it an honor to our town to be *one* of the *three* thus distinguished. The New Testament has been one of the books prescribed, by the rules of the Board, for the *Primary Schools* from their establishment; and they have, the last year, requested the teachers of the Grammar Schools, to read from the Scriptures, without note or comment, at the opening of the Schools in the morn-



ing; and they were happy to find, on the part of the teachers, a cordial compliance with the wishes of the Board.

In order strictly to guard against any sectarian influence, and to obviate objections that might arise in the minds of some, to the reading of the Scriptures in course, and also to relieve the teacher from the inconvenience of making the selection at the time of reading; the Board have unanimously introduced "Fowle's Bible Reader." It is also used as a Reading Book in one of the classes. The work consists wholly of extracts from the Bible, and is divided into three parts; the first, containing some of the most interesting and instructive portions of the Old Testament—the second, such extracts as enforce the principles of the christian religion—and the third, consisting entirely of selections from the New Testament, arranged in chronological order.

The Board do not feel called upon to go into an argument to justify the use of the Bible in our schools. It needs no defence from us. It lies at the source of those influences which originated our whole system of popular education and *Free Schools*. An able writer remarks, that "almost all the education which exists, or ever has existed, among the people at large, has come to them through the Bible. *Scotland, New England, and Germany*, the countries where the Bible is the book of the people, are the countries in which the Common School system originated, and where it has been perpetuated. No system of education can be regarded as complete, unless it includes a study of the Bible."

The Board of Education considered this matter so important, that they have made it a subject of distinct notice. We cannot forbear quoting a few paragraphs from their eighth Annual Report. They remark, that—"By direction of the Board, the Bible has been in daily use, in all the Normal Schools, from their commencement, and it is believed that it is used, in like manner, in all our Academies. While we rejoice in the change that has taken place, (in regard to the use of the Bible in our schools,) the fact, that there is a single institution of learning in the peculiar home of the Pilgrims, where the light of the Bible is excluded from the minds of its pupils, is a ground of serious apprehension and regret.

"While the Christian world is subdivided into such a variety of religious sects, it is to be expected that their jealousies would be excited by sectarian instructions, or by the introduction of books of a denominational character. And indeed, as well in the present state of public opinion, as of the enactments of our Legislature, that teacher would act strangely in contravention of his duty, who should attempt to disregard such a well understood and beneficial provision of the laws. But the Bible has nothing in it of a sectarian character. All Christian sects regard it as the textbook of their faith. Our fathers brought it with them, as their choicest patrimony, and bequeathed it to us, as our richest inheritance. They imbued their children with its spirit;—they founded our government upon its principles, and to render that government permanent, they established the institutions of common schools, as the nursery of piety.

"It is also worthy of remark, that while our Legislatures have guarded, sedulously and effectually, our common schools, from becoming places for sectarian instruction, they have, at the same time, provided for the instruction of the youth, both in the schools and in the other institutions of learning, in a knowledge of the principles of the Christian religion. The



7th sec. of the 23d chap. of the Revised Statutes, enjoins it as a duty upon all the instructors of youth, that they shall impress upon their minds "the principles of piety," and those other virtues, which are the basis upon which a republican constitution is founded ;—and that they shall also endeavor to lead their pupils to a clear understanding of the tendency of the above-mentioned virtues—to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness ; and also to point out to them the evil tendency of the opposite vices.

"It is difficult to perceive how these results can be accomplished, without a frequent reference to the pages of the sacred volume ; and it is equally difficult to imagine what objection can be raised to the study of a book, which is not only the palladium of our liberties, but the very foundation, also, of our most cherished hopes.

"If it is said, by the use of the Bible in the Schools, a wrong interpretation may be given by the teacher, to any of its passages, the reply is an obvious one, that this would be a fault in the manner of instruction, provided for by the law, and not in the use of the Bible itself. But it may be further replied, that even this danger is guarded against. The spirit of the law is opposed to it, and public opinion, in this country stronger than the law, would at once put down the attempt of any teacher to violate the rights of conscience, by giving to his pupils sectarian instruction.

"If it is said, also, that the Church, the Sabbath School, and the family, are places better adapted than the Common School, for the education of children, in the principles of the Christian religion, we reply, that, though undoubtedly it is the duty of parents and of religious teachers, to co-operate with the Common School teachers in these religious instructions, yet it is only in the Common School that thousands of the children in our Commonwealth can be thus instructed. How many are there, in our cities, and scattered through our hundreds of towns, who, save in the public schools, receive no religious instruction ? They hear it not from the lips of their parents—they receive it not at the Sabbath School, or from the pulpit—and if in the common school the impulses of their souls are not aroused and directed by judicious religious instruction, they will grow up, active in error and fertile in crime.

"If the community will look back upon the institutions of the Pilgrims, and contemplate the wonders which those institutions have wrought for us,—if it will compare the moral aspect of New England, with the most favored features of a nation, where the light of the Bible has shone with less effulgence ;—or if it will compare an individual, subjected at an early age to religious influences, his energies aroused, guided, and controlled by judicious discipline, and his affections trained and confirmed in habits of kindness and benevolence,—with one reared without principle, educated without morals—corrupting youth by his example, and harrassing society by his crimes,—it will form, it is believed, a more correct estimate of the unspeakable value of a religious education." These excellent sentiments are worthy the high source from whence they emanated.

Connected with each of our Grammar Schools, is a well-selected Library, to which any scholar may have access by the payment of a small sum. Many of these volumes find their way into families, who have not the means or conveniences of obtaining them from other sources, and

tend to promote the great object of common school education, viz :—the universal diffusion of knowledge.

For many years, Singing has been a daily exercise in the schools, and is attended with pleasing effects. In many of the large schools, the introduction of this science is attended with additional expense, a teacher being employed for this specific purpose. In this town, however, by the exertion of the teachers, it is generally well sustained, (as all, we think, will bear witness, who have listened to it, at our examinations,) without incurring any expense ; and the Board hope that its practice will be continued and encouraged by all the teachers.

The present condition, both of the Grammar and Primary Schools, we think, indicates progress. While there is an increasing attention to the rudiments of education, instruction in the higher branches is not less thorough and general. Still, great sacrifices on the part of individuals, and the persevering efforts and co-operation of all, are requisite to make our schools what it is hoped they will ere long become. It is much easier to find fault with a school, than to devise practicable plans for its improvement. There will be a diversity of opinions in regard to the best mode of governing and conducting a school. The general forbearance and candor of parents in this town, have usually prevented that excitement and irritation which have been witnessed in some other places. The enlightened views, the liberal appropriations, and the almost universal interest felt by our citizens, render any suggestions from us almost superfluous ;—still, as all need to be often reminded of their duty, a few suggestions may not be inappropriate.

The full advantage of our Public Schools cannot be realized, until a more constant attendance on the part of the pupil is secured. Few appreciate the loss to the scholar, attendant upon occasional absences from school ; and this, though serious indeed, is slight, when compared with the evil inflicted upon the class to which the scholar belongs. Unable to advance himself, like a leaden weight, he helps to drag others down to his own level.

There will, of necessity, be some interruptions, from causes beyond human control ; but we believe our Schools suffer more from this, than from any other single evil. We would prefer three months at school, with regularity, to six months, when dispersed through the whole year.

Another error, often committed, is the withdrawal of children from our schools, at too early an age. Perhaps a greater amount of actual knowledge may be acquired, between the ages of 14 and 16, than during all the time which precedes that period—the powers of the mind being more fully developed. Children and youth are often anxious to anticipate the duties and occupations of manhood, and thus suffer their golden opportunity to slip by them, much to their regret in after life.

Little can be done by the teacher, without the co-operation of the parents. If want of confidence in the teacher is expressed by the parent, his efforts will be neutralized. Parents should remember, that the true interests of the teacher are identified with the improvement of the pupil, and the prosperity of the school ; and this fact should lead them to attribute any *seeming* wrong, to an error of judgment rather than design.

Instances in which complaints are made, are rare, considering the number of scholars in our schools,—and all should conscientiously abstain from

every thing calculated to impair the influence of the teacher. That our schools are as good as they *should be*, we do not assert; but that they are among the best in the State, we think any of our citizens will admit, who will take the pains to visit the schools of other towns and cities.

Few can present stronger claims to be enrolled among the benefactors of their race than the *faithful teacher*. To him are committed interests the most important, trusts the most sacred.

Another thing essential to the advancement of our schools, is a continuation of those liberal appropriations which have characterised Charlestown,—and enabled the Board to adopt and carry out measures for their improvement, which have raised them to the rank they now occupy.—Who, that takes a comprehensive view of his duties to the community, would wish that we had done less. Those who have children to be educated in our schools, cannot but feel that they receive an hundred fold for their portion of the money expended; and let not those who are not parents, feel that they pay their money without receiving an equivalent. What, but general intelligence and morality, can render property and life secure? And what agency can be employed so effectually to secure these, as our system of common school instruction? We must have the prisons of *Old England*, or the schools of *New England*. The support of the *latter* is the *less* expensive and far more congenial with our feelings, and in harmony with Christian principles. Let, then, our noble *Free Schools* be sustained, as the richest legacy of our fathers,—as the surest guarantee for the perpetuity of our government,—as the *glory* of *New England*.

With these suggestions the Board surrender the trust confided to them, simply remarking, that their duties the past year, have been arduous,—sometimes difficult. They have endeavored to discharge them with a conscientious regard to the best interests of the schools. And next to the approbation of their own consciences, they have found the highest reward in witnessing their increased efficiency and usefulness.

In conclusion, the Trustees would respectfully recommend to the Town the adoption of the annexed resolutions,

By order of the Board of Trustees.

E. P. MACKINTIRE, *President*.

HENRY K. FROTHINGHAM, *Secretary*.

Charlestown, April 21, 1845.

## RESOLUTIONS.

1st. That the Trustees of the Schools be authorized and instructed to take a deed in behalf of the Town, of the land and building on Mead Street, occupied by Primary School No 18, and that the sum of nine hundred and fifty-five dollars be appropriated for the purpose.

2d. That the subject of rebuilding the Bunker Hill School House, be referred to the Trustees, with instructions to procure a plan and estimate of the expense, and report to the Town at the adjournment of this meeting.







